STUDY STYLES:
TIPS AND STRATEGIES

PEER MENTORING ACADEMIC PROGRAM

Doug Bennion
Phil Gilbo
KEEPING UP VS. CATCHING UP

ORGANIZING THE LECTURES

• Have a systematic approach
• Be realistic: some days you might have more time to study than others
• Get a planner (paper/digital)
• Strategy:
  Preview
  Take notes
  Review
  Test yourself
LECTURES

Note taking options:
• Paper and pen, laptop, tablet – find out what works best for you

ATTEND OR NOT ATTEND
• Utilize the method that works best for you
• If you don’t attend lectures
  • Use lecture time to preview or review
  • Be systematic about watching the lecture videos
  • Don’t fall behind!
“TIME: YOUR GREATEST RESOURCE”
(Study Without Stress, Kelman and Straker)
TIME MANAGEMENT STRATEGIES

Plan a weekly schedule
• Asses the number of lectures/labs in the upcoming week
• Allot time for required assignments
• Identify class time vs Non-class time
• Determine how to best utilize non-class time
  • Exercise
  • Nap
  • Review/Preview/Make study guides

Take a mental break when you get home and begin studying for the evening
• Do something you enjoy!

Maximize your study time:
• For every hour of study time, 50min should be concentrated, uninterrupted study time
• Avoid extensive and unnecessary re-writing of lecture notes
TYPICAL DAY OF 1ST YEAR

Sleep = 8 hours
Eat/Exercise/Shower/Travel = 3-4 hours
Lecture + Small Group = 4-7 hours
Personal/Free time = 1 hour

Remaining Time per day = 4-8 hours

THE MAGICAL FORMULA:
PREVIEW, ATTEND, REVIEW, REVIEW, REVIEW
# MS1 Schedule for Aug 12th

### Mon, Aug 12

<table>
<thead>
<tr>
<th>Time</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00a</td>
<td>HAC ICM</td>
<td>Physical Exam Practice (1/2 Class): Intro to Patient Videorecording</td>
</tr>
<tr>
<td>9:00a</td>
<td>ICM</td>
<td>IC: Diagnostic Testing</td>
</tr>
<tr>
<td>10:00a</td>
<td>ICM</td>
<td>Anatomy lecture: Surface and Sectional Anatomy (Raney)</td>
</tr>
<tr>
<td>11:00a</td>
<td>ICM</td>
<td>Anatomy-PE Lecture: Dermatologic Anatomy (Wesson)</td>
</tr>
<tr>
<td>Noon</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>1:00p</td>
<td>MDL-1</td>
<td>OTHER MDL-1 in use by Office of Medical Education for Learning Strategies Workshop</td>
</tr>
<tr>
<td>8:00p</td>
<td></td>
<td></td>
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Updated: Aug 1, 2013

### Tue, Aug 13

<table>
<thead>
<tr>
<th>Time</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00a</td>
<td>CLG</td>
<td>Collaborative Learning Group (1/2 Class): Practice communication skills (8 cases) EBM Electronic Resources</td>
</tr>
<tr>
<td>9:00a</td>
<td></td>
<td>Physical Exam Practice (1/2 Class): Intro to Patient Videorecording</td>
</tr>
<tr>
<td>Noon</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>1:00p</td>
<td>ICM</td>
<td>Skin Burns and Wound Healing (Kats)</td>
</tr>
<tr>
<td>2:00p</td>
<td>GEN</td>
<td>Body of hemoglobin (Purich)</td>
</tr>
<tr>
<td>3:00p</td>
<td>GEN</td>
<td>Enzyme function and regulation (Purich)</td>
</tr>
<tr>
<td>4:00p</td>
<td>GEN</td>
<td>Using medical databases (Ohm)</td>
</tr>
</tbody>
</table>

Updated: Aug 2, 2013

### Wed, Aug 14

<table>
<thead>
<tr>
<th>Time</th>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>8:00a</td>
<td>HAC ICM</td>
<td>Physical Exam Practice (1/2 Class): Intro to Patient Videorecording</td>
</tr>
<tr>
<td>Noon</td>
<td>CLG</td>
<td>Collaborative Learning Group (1/2 Class): Practice communication skills (8 cases) EBM Electronic Resources</td>
</tr>
<tr>
<td>Noon</td>
<td></td>
<td>Mandatory* Universal Precautions (Dr. Duff) Please bring your lunch!</td>
</tr>
<tr>
<td>1:00p</td>
<td>ICM</td>
<td>Genetic testing and ethics of genetic screening - infants/adults, insurance (Allen)</td>
</tr>
<tr>
<td>2:00p</td>
<td>GEN</td>
<td>CASE - Sickle Cell (Zumbach)</td>
</tr>
<tr>
<td>3:00p</td>
<td>GEN</td>
<td>Cancer genetics, the biology I (Wallace)</td>
</tr>
<tr>
<td>4:00p</td>
<td>GEN</td>
<td>Cancer genetics, the biology II (Wallace)</td>
</tr>
</tbody>
</table>

Updated: Aug 2, 2013

### Thu, Aug 15

<table>
<thead>
<tr>
<th>Time</th>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>8:00a</td>
<td>9:00a</td>
<td>IST</td>
</tr>
<tr>
<td>9:00a</td>
<td>10:50a</td>
<td>GEN</td>
</tr>
<tr>
<td>10:00a</td>
<td>ICM</td>
<td>Intro to Imaging Modalities (Moser)</td>
</tr>
<tr>
<td>11:00a</td>
<td>ICM</td>
<td>Social History (Hagen)</td>
</tr>
<tr>
<td>Noon</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>1:00p</td>
<td>IST</td>
<td></td>
</tr>
<tr>
<td>2:00p</td>
<td>DISC</td>
<td>Discovery, Research &amp; Health</td>
</tr>
<tr>
<td>4:00p</td>
<td>500p</td>
<td>IST</td>
</tr>
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Updated: Jul 30, 2013

### Fri, Aug 16

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<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>8:30a</td>
<td>ICM</td>
<td>Intro to Bedside Ultrasound (Hagen)</td>
</tr>
<tr>
<td>10:00a</td>
<td>ICM</td>
<td>Introduction to Bedside Ultrasound (Optional) MDL-1 Reservet*</td>
</tr>
<tr>
<td>11:00a</td>
<td>IST</td>
<td></td>
</tr>
<tr>
<td>11:50a</td>
<td>GEN</td>
<td>Genetics of cancer in the clinic (George)</td>
</tr>
<tr>
<td>Noon</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>1:00p</td>
<td>MDL-1</td>
<td>Team Based Learning: Small Groups on Ethics (Allen) <em>MDL-1 Reservet</em></td>
</tr>
<tr>
<td>3:00p</td>
<td>IST</td>
<td></td>
</tr>
</tbody>
</table>

Updated: Aug 2, 2013

### Sat, Aug 17

Open

### Sun, Aug 18

Open
SAMPLE STUDY PLAN: 8/12 – 8/18

Total number of lectures and case presentations:

ICM: 8 lectures
GEN: 9 lectures

Quiz due: August 18th

Sample Study Plan for Genetics:
Total number of lectures and case presentations: 34
Exam date: August 30th
MONDAY 8/12

PREVIEW
3 ICM lectures (10 min each) 0.5 hrs
Anatomy Gross lab 1 hr
Harrell Center 1 hr
Subtotal = 2.5 hrs

ATTEND
4 ICM lectures 4 hrs
Anatomy lab 1 hr
Subtotal = 4 hrs

REVIEW
1 ICM lecture (1x, 30 min) 0.5 hr
Gross lab 1-2 hr
Subtotal = 2 hrs

TOTAL = 8-9 HRS
PREVIEW
1 ICM and 3 GEN lectures 0.5 hrs
Small group (if applicable) 1 hr
Subtotal = 1.5 hrs

ATTEND
Harrell Center 1 hr
1 ICM and 3 GEN lectures 4 hrs
Subtotal = 5 hrs

REVIEW
3 ICM lectures 1.5 hrs
Gross lab 1 hr
Harrell Center 1 hr
Subtotal = 3 hrs

TOTAL = 9-10 HRS
### PREVIEW

- 4 GEN lectures: 0.5 hrs
- **Subtotal**: = 0.5 hrs

### ATTEND

- Small Group: 3 hrs
- 4 GEN lectures: 4 hrs
- **Subtotal**: = 7 hrs

### REVIEW

- 3 GEN lectures: 1.5 hrs
- Gross lab (optional): 1-2 hr
- **Subtotal**: = 3 hrs

### TOTAL

- **= 10-11 HRS**
THURSDAY 8/15

**PREVIEW**

1 GEN and 2 ICM lectures 0.5 hrs
Subtotal =0.5 hrs

**ATTEND**

1 GEN and 2 ICM lectures 4 hrs
Discovery Activity 2 hrs
Subtotal =6 hrs

**REVIEW**

5 GEN lectures 2.5 hrs
Gross lab (optional) 1 hr
Rapid Review 4 ICM and 3 GEN (x2, 10-15 min per lecture) 1.5 hrs
Subtotal =4-5 hrs

**TOTAL** 11 HRS
FRIDAY 8/16

PREVIEW
1 GEN and 1 ICM lectures 0.5 hrs
TBL Preview 1 hr
Subtotal = 1.5 hrs

ATTEND
1 ICM lecture 0.5 hrs
ICM Activity 1.5 hrs
1 GEN lecture 1 hr
TBL 2 hrs
Subtotal = 5 hrs

REVIEW
1 GEN and 1 ICM lectures 1 hr
Gross lab 1-2 hrs
Rapid Review 5 GEN and 3 ICM 2 hrs
Subtotal = 4-5 hrs

TOTAL = 11 HRS
SATURDAY 8/17

PREVIEW
Subtotal = 0 hrs

ATTEND
Subtotal = 0 hrs

REVIEW
1 GEN and 1 ICM lectures 1 hr
Final Review 9 ICM and 8 GEN 2-3 hrs
   (x3, 5-10 min per lecture)
Final Review Gross lab 2 hrs
Practice questions from review books/other sources 2 hrs
Subtotal = 7-8 hrs

QUIZ
= <1HR

TOTAL
= <9 HRS
REST
YOU’VE EARNED IT
😊
**Monday (Class/lab = 4 hrs)**
- P - 3 ICM lectures (0.5 hr)
- P - Anatomy gross lab (1 hr)
- R - 1 ICM lecture (0.5 hr)
- R - Anatomy gross lab (1 hr)
- P - Harrell Center (1 hr)

**Tuesday (Class/Harrell Center = 5 hrs)**
- R - 2 ICM lectures (<1 hr)
- P - 1 ICM and 3 GEN lectures (<1 hr)
- R - 1 ICM lecture (0.5 hr)
- R - Harrell Center (1 hr)
- P - Small group (1 hr)

**Wednesday (Class/Small Group = 7 hrs)**
- P - 4 GEN lectures (10 min/ea, total <1 hr)
- R - 5 GEN lectures (2-2.5 hrs)

Optional review from anatomy gross lab (1 hr)

**Thursday (Class/Discovery = 5 hrs)**
- P - 1 GEN and 2 ICM lectures (0.5 hr)
- R - 5 GEN lectures (2-2.5 hrs)
- RR - 4 ICM and 3 GEN lectures (10-15 min each, 1.5 hrs)
- R - Anatomy gross lab (1 hr)

**Friday (Class/TBL = 5 hrs)**
- P - 1 ICM and 1 GEN lecture (<0.5 hrs)
- P - TBL (1 hr)
- R - 1 GEN and 2 ICM lectures (1-1.5 hrs)
- RR - 5 GEN lectures and 3 ICM lectures (2 hrs)

**Saturday (Class = 0 hrs)**
- R - 1 ICM and 1 GEN lecture (1 hr)
- Final R - Anatomy gross lab (2-3 hrs)
- Final R of all lectures (5-10 min per lecture, 2-3 hrs)
- Practice Questions (review books/other sources) (1-2 hrs)

**Quiz**

**Sunday**

**Rest**
EXAM WEEK

Same plan, only you work backwards in your review

Start with final review (5-10 min per lecture), and work backward if needed

REMEMBER -- MAGICAL FORMULA:

PREVIEW, ATTEND, REVIEW, REVIEW, REVIEW, REVIEW
ORGANIZING THE MATERIAL

REVIEW BOOKS

1st Semester of Medical School

Learn to:

• Ace your tests with minimal studying!
• Breeze through tough concepts without trying!
• Ride a Unicorn!

Big Name Author #1 who sells the book
Small name Author #2 who actually did the work
BASIC USES FOR REVIEW BOOKS:

- May be helpful to conceptualize the material (forest vs. trees)
- Early Prep for USMLE?
- A review book is a review book.
MOST POPULAR REVIEW BOOKS FOR THE FALL SEMESTER OF THE FIRST YEAR

- First Aid for USMLE Step 1
- First Aid Organ Systems
- First Aid General Principles
- BRS
- High Yield
THE LONE WOLF FINDS A PACK

Just how great are study groups?

• They’re pretty great

Synergy
Paradigm Shift
Innovative
Transformative
Win-Win
Diversity

Goal-Directed
Next-Generation
Scientifically
Proven
Active Learning
Active Learning
WHAT’S THE POINT OF A STUDY GROUP?

See one, do one, teach one
BASIC CONCEPTS FOR STUDY GROUPS

- Bigger is **BETTER** not better

- In your group you should be able to:
  - Ask questions
  - Explain concepts
  - Review at your pace

- Group of 2 - 4
CAUTIONARY TALES OF STUDY GROUPS

They’re not always effective if you have not:

- Seen the material before
- Cannot actively participate in the discussion

They can be a waste of time if you don’t actually study

• Come with a plan!
WHO SHOULD I STUDY WITH?

Study with people who have similar learning styles

Study with people who have different learning styles than you
  • You can discover new study techniques
  • Hear material presented in a different ways

Study with those who have a strong command of the material

Study with someone who needs clarification of topics in which you are proficient
  • Sometimes a combination is best!
  • Teaching others is a good way to solidify your understanding of the material
USES OF STUDY GROUPS IN 1ST SEMESTER

Discuss material aloud
  • Quiz each other: formulate questions, explain/justify correct answers

Create Boot camps (anatomy)

Study the VH Dissector

Discuss clinical correlations

“Social Study Group” -- Parallel Study: It can be motivating to quietly study in the same location as others
TUTORING AT UFCOM

Free Tutoring
• Students that have a overall score of 79% or lower

Paid Tutoring
• Students that have an overall score of 80% or higher
  $15 hr for a tutor that is a medical student
  $25 hr for a tutor that is a medial resident

If you are interested in having a tutor contact the Student Counseling and Development Office and fill out a tutoring request form
http://counseling.med.ufl.edu/tutoring/tutor-request/
MISCELLANEOUS SUGGESTIONS

Personal Time: it still matters
Cooking: it still matters
Sleep: it still matters!

Leadership Roles: start off slow and allow yourself to grow
Digital Flashcards: StudyBlue – make flashcards and share